USAID | VIETNAM

USAID Vietnam
Inclusion of Vietnamese with Disabilities
Fiscal Year 2014 –QIV Performance Report

Inclusion of Vietnamese with Disabilities

Annual Report

October 1st, 2014 to September 30th, 2014

Report Type: Annual Report
Award No.:AID-486-A-00-05-00019
Period Ending: September 30th2014

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Acronyms and Abbreviations

CRS   Catholic Relief Services
DOLISA   Department of Labour, Invalids and Social Affairs
DPO   Disabled People's Organization
ESTIH   Hanoi College of Information Technology
GBV   Gender-based Violence
HCMC   Ho Chi Minh City
ICT   Information and communication technology
IT   Information Technology
ITTP   Information Technology Training Program
IVWD   Inclusion of Vietnamese with Disabilities
JAWS   Job Access with Speech
MOET   Ministry of Education and Training
MOLISA   Ministry of Labour, Invalids and Social Affairs
NDC   Nguyen Dinh Chieu
NVDA   NonVisual Desktop Access
NIES   Vietnam Institute of Education Sciences
PMU   Project Management Unit
PWD   Persons with Disabilities
TOR   Terms of Reference
TOT   Training of Trainers
TTS   Text to speech software
UDA   Dong A University
USAID   United States Agency for International Development
USG   US Government
VFD   Vietnam Federation on Disability
VLU   Van Lang University
VNAH   Vietnam Assistance for the Handicapped

I. EXECUTIVE SUMMARY

Qualitative Impact

In FY14, CRS completed the development of ICT tools (upgrading the text to speech (TTS) software, development of video lecture with sign language and development of distant learning web portal and e-learning materials) and development of inclusive education online library. CRS and MOET collected information relating to students, teachers and partners staff to plan specific pilot plan of these ICT tools and started recruitment of students for the pilot interventions.

During Q1 and Q2, CRS and the Ministry of Education and Training (MOET) focused on the ICT tool development. CRS and MOET worked with different partners (National Institute of Education Science – NIES, universities and companies) and individual consultants to develop website for distant learning, upgrade text to speech (TTS) software, and development of video lectures.The web portal for distance learning, 40 videos of lecture for Vietnamese and Maths for grade 5 and text to speech software supporting persons with visual impairment were completed. The FY15 work plan proposes to carry out the pilot while monitoring and evaluating the process.

In addition to delays in obtaining government approvals with MOET to develop, pilot, and mainstream assistive technologies as tools to support education of students with disabilities, changes in key MOET personnel also caused challenges in project implementation. New MOET staff assigned to work with CRS has limited experience with ICT and issues related to education of children with disabilities. Great efforts from CRS were required to familiarize MOET staff on these issues and convince them that ICT could be an effective tool in supporting education of students with disabilities. To increase capacity and confidence in ICT application to remove barriers in education for Children with disabilities, CRS organized an exposure visit to UK for MOET leader and staff (Vice Minister and two other staff participated) to learn practical experience through visit and meeting with special education centers, schools and attendance of BETT show (a famous exhibition of technology in education).

CRS worked closely with ITTP partners to draw out lessons learned relating to the training quality and employment outcomes of ITTP students. The key findings were that courses should address the specific skills that employers sought in new recruits. Based on this, CRS and ITTP partners reached out to work closely with businesses to design tailored training courses to the business needs. ITTP, especially VLU partner has been active in reaching out to explore funding opportunities from private partners to sustain the program. During FY14, the employment rate among graduates after 6 months or 12 months of the graduation was low, around 37% for several reasons. The most significant reason causing the low rate is the difficulty in polling all graduates 6-12 months after the program finishes. Therefore the employment rate reported does not capture the entire picture of employment among graduates (i.e. only 127 graduates out of 226 total graduates could be surveyed from three schools during FY14). Due to these challenges, CRS proposes to modify the target from 70% to 60% employment for graduates 6-12 months after graduation.

VLU has two approaches for ITTP sustainability. VLU will promote inclusive education by giving tuition fee exemption for students who enroll in the regular training courses. At the same time, VLU will still maintain separate training class for youth with disabilities; planning for 15 to 50 persons with disabilities per year. To provide for those students, VLU has been working closely with NAI company, also an active member of BAC group, to raise funds for ITTP. NAI company already established a charity foundation called HoaThienTam which is based in the US to raise funds among Vietnamese American artists. VLU has raised more than 50 million dong and five computers during FY14. Furthermore, the project has supported VLU to develop an IT online training for persons with visual impairment with the objective of linking with e-commercial jobs.

ESTIH has also identified two approaches to continue ITTP programming. First, ESTIH will continue to provide free tuition to students to enroll in regular training courses by exploring funding opportunities through businesses, individuals, and alumni to raise fund. On the occasion of the 20th anniversary of ESTIH, the school has raised more than 100 million dong for the ITTP program. With this fund raised, ESTIH will continue to collaborate with key businesses such as Pixel, Esoftflow, Kaloon etc to tailor training programs to their needs for recruitment. ESTIH will continue to train youth with disabilities in separate classes. The number of students trained each year will be depending on the raised fund amount.

UDA is committed to continue the ITTP through the recruitment of persons with disabilities into the regular training courses. In addition, UDA and CRS will organize an employment workshop in November 2014 as well as working with DOFA to explore funding opportunities to support for the ITTP training classes.

CRS continued to focus Information Technology Training Program (ITTP) activities on discussions with partners of Van Lang University (VLU) in HCMC, Dong A University (UDA) in Danang and Hanoi College of Information Technology (ESTIH) regarding how to improve the employment situation and quality of student recruitment. In Q4, CRS officially collaborated with VBPO, a business in data processing in Danang to provide training in data entry and closely link to jobs with VBPO. The project diversified partners in providing training and employment opportunities to Persons with disabilities around Danang areas. 11 students out of 22 applications were selected to participate in the 6 month training course. VBPO is committed to contribute the advance of 20% of total course expenses for students then students will return within 6 months after they get paid jobs with VBPO. VBPO is also committed to recruit 80% of enrolled students.

During FY 2014, softskills training took place in every quarter for each of the universities. Gradually, each university started to integrate the gender-based violence training into the soft skills training curriculum for ITTP students. VLU was the first to start mainstreaming GBV in Q1 and ESTIH and UDA followed in subsequent quarters. In total, 167 students were trained in soft skills in FY14.

During Q4, MOLISA, particularly NCCD, participated in the monitoring trips to VLU and ESTIH to evaluate the ITTP model and its success for recommendations to the national action plan on vocational training and employment for persons with disabilities (2014-2020). After hearing lessons learned from CRS and ITTP partners at the MOLISA national workshop, all participants agreed that the national action plan should highlight the importance of businesses engagement in the technical and soft skill training processes for Persons with disabilities to ensure employment opportunities and retention.

CRS facilitated employer workshops to link private sector employers with project participants and non-participants with long term job opportunities in ESTIH and VLU. Several individuals and companies donated computers and money to ITTP (in VLU) for the implementation of ITTP activities. A number of strategic employer partners turned up to the workshop and show their commitment in more in-depth involvement in ITTP through curriculum design, training, internship and recruitment (e.g Pixel graphic design outsourcing company, Esoftflow, Golden Key, NgocPhuoc, PhucThien jewelry companies etc).

Quantitative Impact
- 134 new ITTP students enrolled
- 249 ITTP students completed training, exceeding the annual target of 124,5%
- 167 ITTP students received GBV and soft skill training
- 74.45% of alumni who participated in the survey (209 alumni – 133 male and 76 female out of 309 respondents – 176 male and 101 female) responded that they communicated with one another at least once a month to share information and experience in learning and working;

- 37.16% of ITTP graduates (49 male and 19 female) finding employment or paid internships within 6 months of graduation; data disaggregated by sex, level of prior education, and length of training course
- 34.04% of ITTP graduates (23 male and 9 female) earning higher income 12 months after graduation compared to any pre-training job income, disaggregated by sex, level of prior education, and length of training course. This rate is also higher than the rate in the previous quarter.
- 100 school management staff and teachers participated in an assessment to gauge their understand of the ICT tools (TTS, NVDA and video lectures) and pilot plan;
- 186 students (101 males and 85 females) participated in the pre-pilot assessment to share about their needs and interest in the ICT pilot, including the distant learning model;
- 28 parents participated in the assessment to learn about the ICT tools to support their children in learning;
- 80 other participants including MOET, universities, DPOs and schools participated in consultation of the technical guidance for accessible exam and distant learning model.

Next Quarter's Work Plan *Please refer to the FY 2015 Work Plan submitted as well as a summary table in Section V.*

FY 2015 will mark the final year of IVWD. The first two quarters of FY15 will focus on the completion of ITTP and ICT pilots as well as the accompanying assessments of each. The last two quarters of the project will focus on reinforcing sustainability measures for each of the partner institutions by strengthening relationships between stakeholders at all levels, provincial, and household. As summarized in the Executive Summary, each institution has been implementing a sustainability plan throughout FY14 which will carry over intensively into FY15. Additionally, the final quarters of the project will focus significantly on conducting a robust and comprehensive final evaluation. CRS' internal evaluation will compliment that of USAID's, focusing on the documentation of the process, partnerships, cost benefit, lessons learned, and best practices throughout the life of the project.

In addition to the structured project activities, given the substantial investment in IVWD over the years, CRS is committed to maintaining the relationships and mentorship with all the partners beyond the life of the project. CRS will continue to provide ad hoc technical backstopping to ensure that partners can adequately carry out services independently of the project. CRS is implementing other education-related projects in which IVWD relationships and gains can be leveraged and supported.

II. KEY ACHIEVEMENTS (QUALITATIVE IMPACT)

ITTP activities

VLU

This year, VLU's ownership of the project was reflected in the solid steps taken to ensure quality and sustainability for its ITTP courses. VLU has two approaches for ITTP sustainability. VLU will promote inclusive education by giving tuition fee exemption for students who enroll in the regular training courses. At the same time, VLU will still maintain separate training class for youth with disabilities; planning for 15 to 50 persons with disabilities per year. To provide for those students, VLU has been working closely with NAI company, also an active member of BAC group, to raise funds for ITTP. NAI company has already established a charity foundation called HoaThienTam which is based in the US to raise funds among Vietnamese

American artists. VLU has raised more than 50 million dong and five computers during With these fund raised in the country, in Q2, VLU used funds granted by private companies to open a second class training of trainers (TOT) for key blind persons who will play roles as trainers for replicating IT to other persons who are blind in their provinces in basic information technology for the blind association members in BinhThuan and BinhPhuoc with total of 16 key blind persons. This training developed a trainer network in IT basic skills to support blind persons in provinces to access to further opportunities using IT.

Also during Q2, VLU continued to work with companies to find internship opportunities for students from the training course in Graphic design coded as GD #36. All of them received specific project request for designing packages (logo and images) in LienViet Joint stock company.During Q3 and 4, CRS and VLU focused on improving the recruitment of quality students and employment for graduates. In Q3, VLU signed cooperative agreements with several businesses to provide internships and potential employment of ITTP students after graduation. In Q4, VLU increased practical skills and knowledge for students about professional working environment by organizing exposure visits for ITTP students to 3 companies of NgocPhuong Printing and Tailoring skills, ThanhBinh Ceramic and Minh Long ceramic. VLU also increased 30 more credits for 3D design in Graphic Design in order for students acquire the skills necessary to meet the businesses' needs. The exposure visits and the modification of courses all improve the quality of the program and will lead to better employment opportunities for ITTP graduates.

During FY 2014, VLU trained in total 41 persons with visual impairment with short term training and 43 Persons with disabilities for long term training courses. Apart from technical training activities, VLU continued to promote social skills and practical skill for students through exposure visit and participation in the social activities.

ESTIH
During FY2014, ESTIH and CRS worked intensively with businesses to improve quality of training courses by consulting with businesses such as Esoftflow, Viettotal, Pixel, and Kaloon regarding curriculum design, co-training for practical skill sessions, and the provision of internships and post-graduate employment. ESTIH completed training for 15 students (10 male and 5 female) and nine graduates of these fifteen were recruited by business immediately following graduation.

In Q4 ESTIH completed renovations on campus in order to accommodate and recruit more students for the upcoming training class. 24 applications were sent to ESTIH and 22 youth with disabilities attended the recruitment interview with ESTIH and CRS. 21 YWDs were qualified for the ITTP training and will officially start their training course in October 2014.

ESTIH has also identified two approaches to continue ITTP programming. First, ESTIH will continue to provide free tuition to students to enroll in regular training courses by exploring funding opportunities through businesses, individuals, and alumni to raise fund. On the occasion of the 20th anniversary of ESTIH, the school has raised more than 100 million dong for the ITTP program. With this fund raised, ESTIH will continue to collaborate with Pixel, Esoftflow, and Kaloon to tailor training programs to their needs for recruitment. ESTIH will continue to train youth with disabilities in separate classes. The number of students trained each year will be depending on the raised fund amount.

UDA
In collaboration with UDA during Q4, CRS officially collaborated with VBPO, a business in data processing in Danang to provide training in data entry and closely link to jobs with VBPO. The project diversified partners in providing training and employment opportunities to Persons with disabilities around Danang areas. 11 students out of 22 applications were selected to participate in the 6 month

training course. VBPO is committed to contribute the advance of 20% of total course expenses for students then students will return within 6 months after they get paid jobs with VBPO. VBPO is also committed to recruit 80% of enrolled students.

Throughout FY 2014, CRS worked with each of the universities to take measures to plan and take action toward long term sustainability. The three universities have committed to work with businesses and companies and began tailoring their training based on the specific recruitment needs of the businesses. Furthermore, the universities have started to acquire private donations as well as business partnerships that will ensure sustainable funding for the programs. ESTIH has even garnered contributions from student families amounting to 58,050,000 VND, mainly for meals and subsistence expenses. Additionally, in March, three companies signed in Memorandum of Understandings with ESTIH on providing training support to students and providing internship and recruiting these students after graduation.

To commence first steps in pursuing objectives of the ITTP sustainability, VLU had worked closely with NAI company leader, a business which has been actively involved in supporting ITTP students through internship and recruitment, also a member of BAC group in HCMC to ITTP. VLU and NAI company leader, Mr. John Nhat already agreed on the general principle of supporting to ITTP VLU during the next 3-5 years by donating approximately $50,000 per year. VLU will need to explore on procedures with HCMC foreign affair department on the acceptance of this fund. Meanwhile, ESTIH has reached out to several key businesses and individuals to raise fund for ITTP sustainability. They will organize the 20th anniversary event in the next quarter and combine fund raising during this event. UDA identified the inclusive education as the major approach for ITTP sustainability taking the context of business interest and commitment around Danang.

Technical assistance to MOLISA
IVWD continued to work closely with MOLISA this year in order to develop the national action plan on vocational training and employment for Persons with disabilities. In May 2014, MOLISA invited CRS to attend all meetings organized by NCCD and the Social Protection Department, so that CRS could share experiences and contribute technical knowledge to the VTE plan. Particularly, CRS used its cost share funding to provide resources for MOLISA to conduct a national consultation workshop in the north of Vietnam with participation of 32 provinces including 10 DPOs from 10 provinces. CRS funded the consultation workshop in the North while VNAH funded the workshop in the south). All participants at the workshop agreed with the model of training Persons with disabilities closely linked with jobs and important role of businesses in providing training or designing training curriculum to meet needs of business and match with capacity of Persons with disabilities. Action ideas suggested during the workshop will be followed up by CRS and MOLISA through technical working groups.

ICT activities
Throughout the course of the year, CRS engaged various stakeholders including MOET, web portal consultants, teachers, and students in a series of steps to design effective, responsive and appropriate distance learning tools. In Q2, CRS hosted a meeting between MOET, USAID and the web portal consultants in order to finalize components of the website.

CRS and MOET also worked closely with a team of experts from National Institute of Education Sciences (NIES) to conduct an assessment in Q3, in order to establish detailed plans for implementing the pilot of all ICT tools (distant learning, text to speech and screen reader softwares, video lectures) in the four provinces,. The assessment focused on collecting data relating to students with disabilities for pilot of video lectures, text to speech and NVDA software and distance education as well as assesses the capacity and needs of students and teachers in participation to these pilots in QuangBinh, Ninh Binh, Hanoi and HCMC. The next quarter will begin with a distance learning pilot workshop organized by

CRS and MOET to introduce participants to the website, learning materials, pilot plan and give comments to the pilot plan at provincial level.

The following describes additional activities that pertained to the specific ICT components.

Text-to-Speech Technology
The Text to Speech technology was developed and refined throughout the course of the reporting period in preparation for the implementation of the pilot. In Q2 and 3, the text to speech software was upgraded with two accents for the north, south and central areas. CRS and MOET already tested the software with students, teachers from Nguyen Dinh Chieu special schools in Hanoi, HCMC and two more special education centers in HCMC in Q3. Feedback from teachers and students has been taken into action of revision by Ailab. In Q4, Ailab officially handed over the software and manual guide to CRS and MOET for training and pilot. CRS will recruit specialist on NVDA and TTS to provide training on ICT application for teachers, students, adults with visual impairment in TTS and NVDA from pilot provinces (QuangBinh, Ninh Binh, Hanoi and HCM) in the next quarter. For the software developed and upgraded by Ailab, MOET will evaluate pilot results and put these results into direction for national dissemination and replication afterwards, but must be based on the recommendations collected through the pilot.

Video Lectures with Sign Language Interpretation
Similarly to the TTS, the process for the development of the video lectures and sign language interpretation was complete during FY14. In Q2, the consulting team completed all steps of curriculum selection, designing lessons, and filming, recording and matching images with sound for 40 video lectures. All the video lectures are ready to be piloted in primary schools in the four provinces, Hanoi, HCMC, QuangBinh and Ninh Binh. In FY 2015, CRS will organize training course on using video lectures for teachers participating in the pilot in these four focused provinces and expanded region through network of blind associations. These video lectures will be uploaded on the online library website so any students or those who are interested in using these videos to support students with hearing impairment can download and use. CRS will develop a student manual to provide more practice exercise for students to improve their understanding and skills after watching the videos. Results from pilot of using videos in four provinces will be collected so MOET can continue to add more video lectures in the future and disseminate them further.

Distance Education
A set of e-learning materials, 210 sessions-hours, on Grade 6 IT and Vietnamese literature was completed in Q3 and uploaded on the distant learning website. The materials were developed with participation from different teachers from both special schools for the deaf students and blind students in Hanoi, e-learning expert from HCM city, special education experts and general education and IT experts. Materials are designed with sign language and key captions for deaf students while adapting to use TTS and screen reader and audio system for the blind students. From the findings of the pre-pilot assessment, about 14 schools/centers from four provinces of Hanoi, NinhBinh, QuangBinh and HCMC will participate in the pilot. CRS and MOET agreed with two approaches of supporting students with distant learning. Students might choose to learn from home as home based education or they can come to a nearby center or schools to participate in distant learning with support from local teachers. Students and teachers will receive training on how to use distant learning in October 2014. Then they will participate in the learning of these two subjects. CRS and MOET plan to conduct 2 evaluations (in Jan and May 2015) apart from regular monitoring and evaluation activities.

Online library

In FY14, the interface of the online library was developed and linked with the domain of distant learning. CRS contracted a group of senior experts to review all existing documents, books and other publications to ensure or acquire official authorization and appraisal by MOET before digitalizing and uploading on the website. By the end of FY14, CRS and MOET collected more than 100 documents including training materials and project reports. Forty-two documents were approved for uploaded in September and the following quarter will continue to convert the scanned files for uploading along with video lectures and other videos.

Accessible Examination
In collaboration with NIES, a survey was conducted on accessible examination for Children with disabilities transitioning from lower secondary to upper secondary education in Q3. NIES surveyed field activities in Hai Duong, Thai Nguyen, Ha Noi, Ho Chi Minh city, Hue, Da Nang. Based on the results, NIES developed the technical guidance on how to organize the exams and integrate feedback from CRS and MOET. MOET and CRS also piloted the technical guidance guide in Hanoi and ThaiNguyen with two groups of children with visual impairment (13 students, 8 boys and 5 girls) and 5 children with hearing impairment (1 boy and 4 girls) .

In Q4 MOET and CRS finalized the technical guidance and issued an official letter introducing the guidance to all provincial departments of education and training for application in their contextual conditions. As part of the process, in Q4, 30 participants (14 male and 16 female) from MOET, DOET, and various disability NGOs and INGOs attended the accessible exam consultation workshop which informed the recommendations to improve the guidance on the transition of students between lower primary and higher secondary school. The guidance was revised based on comments given by participants and specialists through the workshop and technical working sessions. The guidance was issued in August together with an official letter from MOET to all provincial departments of education and training.

III. PROGRAM PROGRESS (Quantitative Impact)

1.

INDICATOR TITLE: **NUMBER OF VULNERABLE PEOPLE BENEFITTING FROM USG-SUPPORTED SOCIAL SERVICES**						
UNIT: Number of vulnerable people	*DISAGGREGATE BY:* (insert disaggregation; i.e. geographic location, event, sex, etc.)					
	Geographic Location	*Event*	*Date*	*W*	*M*	*Sub-total*
	Danang	*VBPO training – Vocational training and employment (VTE)*	*Sep 2014 – Mar 2015*	*6*	*5*	*11*
	Ha Noi, Ninh Binh, Quang Binh, HCM	*Pre-pilot Assessment*	*July 2014*	*85*	*101*	*186*
			Total	*91*	*106*	*197*
	Results:					

2.

INDICATOR TITLE: **NUMBER OF SERVICE PROVIDERS TRAINED WHO SERVE VULNERABLE PERSONS**						
UNIT: Number of vulnerable people	*DISAGGREGATE BY:* (insert disaggregation; i.e. geographic location, event, sex, etc.)					
	Geographic Location	*Event*	*Date*	*W*	*M*	*Sub-total*
	Hanoi	*Accessible exam workshop*	*11-Jul*	*16*	*13*	*29*
		Pre Pilot Assessment	*July 2014*	*40*	*17*	*57*
		Distant learning workshop	*26-Sep*	*15*	*19*	*34*
			Total	*71*	*49*	*120*
	Results:					

3.

INDICATOR TITLE: **NUMBER OF USG-ASSISTED ORGANIZATIONS AND SERVICE DELIVERY SYSTEMS STRENGTHENED WHO SERVE VULNERABLE POPULATIONS**						
UNIT: Number of vulnerable people	*DISAGGREGATE BY:* (insert disaggregation; i.e. geographic location, event, sex, etc.)					
	HCMC	*New businesses hiring ITTP students*	*July – Sep, 2014*			*3*
	Hanoi	*Accessible exam workshop*	*11-Jul-14*			*17*
		Distant learning workshop	*26 Sept. 2014*			*13*
		Pre Pilot Assessment	*July 2014*			*25*
			Total			
	Results:					

Notes: The assessment provided opportunities for 7 schools/centers to exposure to the plan of using text to speech software to support children with VI; schools/centers with the use of video lectures to support children with HI and 7 schools/centers for distance learning. 10 schools were planned for the ICT pre-pilot and pilot activities, however 14 schools expressed interest and were able to participate.

4.

INDICATOR TITLE: **NUMBER OF ITTP STUDENTS WHO HAVE RECEIVED GBV AWARENESS TRAINING**						
UNIT: Number of vulnerable people	DISAGGREGATE BY: (insert disaggregation; i.e. geographic location, event, sex, etc.)					
	Geographic Location	Event	Date	W	M	Sub-total
	Hanoi	TH02KT	Dec 2013	5	7	12
		DH01KT	June 2014	5	10	15
	HCM	GD35	Nov 2013	8	15	23
		GD36	Jan – March 2014	5	16	21
		GD37-GD38	Aug 2014	22	21	43
	Da Nang	Gender training (ITTP04 + 05)	Jan 2014	13	19	32
		Gender training (ITTP05 + 06)	9 Sep 2014	6	15	21
			Total	64	103	167
	Results:					

Additional Criteria If other criteria are important, add lines for setting targets and tracking	**Baseline**		FY2013 Achieved		FY 2014 Achieved		FY 2015 Target		End of Project Target	
			Achieved		Achieved		Target		Target	
	W	M	W	M	W	M	W	M	W	M
Gender: Women (W), Men (M)	0	0	37	76	64	103	37	56	138	235

5.

INDICATOR TITLE: **NUMBER OF GUIDELINES/GUIDANCE ON ICT APPLICATION APPROVED BY MOET**						
UNIT: Number of vulnerable people	DISAGGREGATE BY: (insert disaggregation; i.e. geographic location, event, sex, etc.)					
	Geographic Location	Event	Date	W	M	Sub-total
	A technical guidance on organizing accessible exam for students with disabilities was issued together with an official letter from MOET to all provincial DOET					1

										1
							Total			1
	Results:									

Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		FY2013 Achieved		FY 2014 Achieved		FY 2015 Target		End of Project Target	
			Achieved		Achieved		Target		Target	
	W	M	W	M	W	M	W	M	W	M
Gender: Women (W), Men (M)	0		0		1		1		2	

6.

INDICATOR TITLE: **PERCENTAGE OF ITTP GRADUATES HAVE JOBS OR PAID INTERNSHIPS 12 MONTHS AFTER GRADUATION**					
DISAGGREGATE BY: (insert disaggregation; i.e. geographic location, event, sex, etc.)					
Geographic Location	Event	Date	W	M	Sub-total
		Oct – Dec 2013			27.69%
		Jan – March 2014			27.69%
		Apr – Jun 2014			27.69%
		Jul – Sep 2014			37.23%
		Total			37.23%
Results:					

Additional Criteria If other criteria are important, add lines for setting targets and tracking	Baseline		FY2013 Achieved		FY 2014 Achieved		FY 2015 Target		End of Project Target	
			Achieved		Achieved		Target		Target	
	W	M	W	M	W	M	W	M	W	M
Gender: Women (W), Men (M)	0	0	32.35%		37.23%*		60%		60%	

During FY14, the employment rate among graduates after 6 months or 12 months of the graduation was low, around 37% for several reasons. The most significant reason causing the low rate is the difficulty in polling all graduates 6-12 months after the program finishes. Therefore the employment rate reported does not capture the entire picture of employment among graduates (i.e. only 127 graduates out of 226 total graduates could be surveyed from three schools during FY14). Also, the project was delayed for almost one year in Dong A, therefore pressure for recruitment of students to ITTP training courses in Dong A and VLU led to the low quality of inputs in the training program. Therefore a number of students dropped out after a period of joining and a number of students could not show their commitment to IT related work after graduation. Lastly, it wasn't until the latter half of FY14 that the project started shifting with the labor market needs to design training curriculum reflecting the actual needs while the economic situation declined during 2013-2014.

IV. MONITORING

In addition to regular monitoring by CRS to ITTP programs in all three locations of Hanoi, Danang and HCMC, every quarter CRS conducted project management meetings with each institution (UDA, VLU and ESTHI) on a monthly basis to discuss project progress and sustainability, improvement of recruitment quality and employment rates with ITTP partners. Only on a few occasions did staffing changes at the universities prevent meetings. CRS and partners emphasized the importance of training quality, recruitment, and employment linkage. CRS and VLU, ESTIH agreed to strengthen the fundraising activities while promoting further collaboration with business in designing training course, internship and employment for Persons with disabilities.

Monitoring activities under ITTP and ICT components were conducted through regular visits to sites and with partners. Surveys were administered on fresh students as well as nearly graduated students. Along with quantitative data, surveys and communications with students also collect qualitative data as students' suggestion to improve or revise the program.

During the FY, IVWD was supported by CRS' Regional Monitoring, Evaluation, Accountability and Learning Technical Advisor's to ensure a rigorous monitoring and learning processes in the project till the end of it for data management and evaluation.

V. NEXT QUARTER'S WORK PLAN

Project activities	Oct	Nov	Dec
Continuation of ITTP training courses in VLU and ESTIH	x	X	X
Continuation of VBPO professional training service and on basic Japanese to 11 people with disabilities and their employment in Danang	X	X	X
Recruitment of 6 month training course in Graphic design in Hanoi (21 students), HCM (25 students)	X	X	X
Recruitment of 3 month training course for online in VLU with KTH41 and KTH42	X	X	X
Technical and softskill training for ITTP students with VBPO and Pixel in Danang and HCM	x		

Exposure visit to business in VLU and ESTIH		X	X
Employment workshop to increase business support to employment in UDA		X	
Internship and job placement for ITTP graduates for IITP05 (and ITTP06 in UDA) and VLU			X
Participation of ITTP students through job fairs for Persons with disabilities and general job fairs for all three ITTP locations	x	x	x
Re-training with in-depth practical skills in graphic design for ITTP students (15 students) in UDA with Pixel company	x	x	x
ITTP students participate in Disability Day to increase social skills. Jobfairs for UDA students to December Disability day.			x
Alumni get-together workshop in Danang		x	
Survey of alumni about employment rate (after 6 months and after 12 months)	x		x
Organization of fund raising events: ESTIH fund raise on the occasion of the 20th day of ESTIH (Oct 17), UDA and VLU		x	X
Workshop on introducing software in TTS and NVDA	x		
Training on ICT application for teachers, students, adults with visual impairment in TTS and NVDA from pilot provinces (QuangBinh, Ninh Binh, Hanoi and HCM)		x	
Training on using video lectures for teachers from pilot provinces (QuangBinh, Ninh Binh, Hanoi and HCM) Distant learning pilot plan and agreement with partners in 4 locations of Hanoi, HCM, QuangBinh and Ninh Binh		x	
Training for teachers and parents on distant learning	x	x	
Weekly online support for students by professional groups (IT teachers, subject teachers, special educators)		x	x
Training for students in using TTS and NVDA for participating in the distance learning		x	
Provide and supporting computers and equipment necessary;	x	x	
Install software at schools and make it is suited and high quality (ICT application in TTS and NVDA, video lectures)	x		

VI. FINANCIAL INFORMATION (Unofficial and Un-reconciled)

Chart 1: Obligations & Current Expenditures
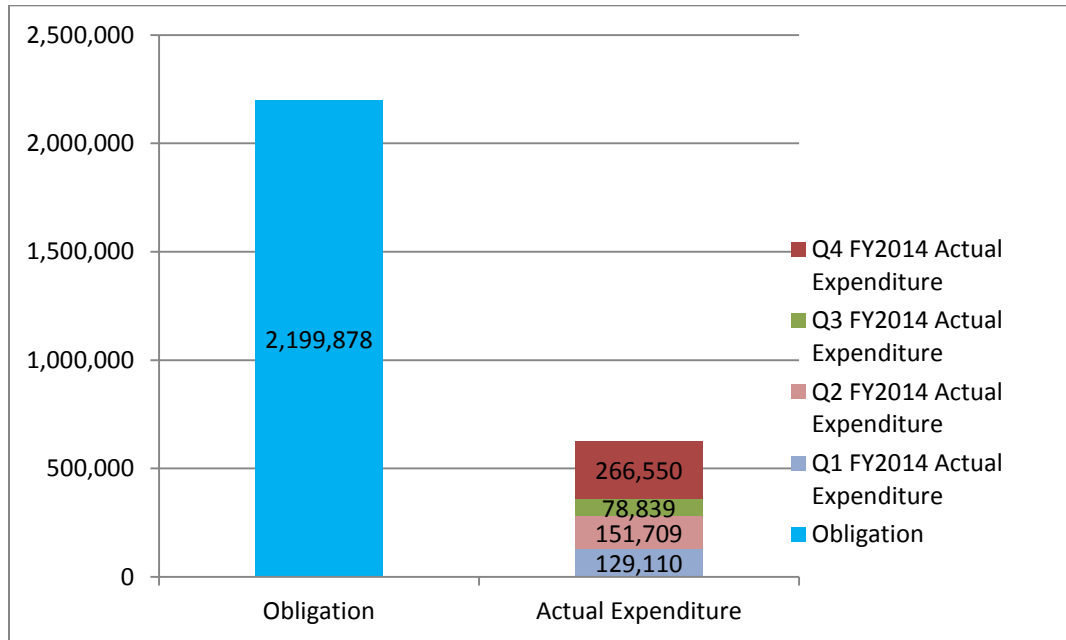
(notes: this is unconsolidated expenditure report)

Table 2: Budget Details

Obligation	Q1 FY14 Actual Expenditure	Q2 FY14 Actual Expenditure	Q3 FY14 Actual Expenditure	Q4 FY14 Actual Expenditure	Total
2,199,878	129,110	151,709	78,839	266,550	**626,208**
IVWD program activities	110,187	133,078	69,157	233,816	**546,238**
Indirect cost	18,923	18,631	9,682	32,734	**79,970**

Table 3: Unofficial and unconsolidated quarterly expenditure grouped by major line-items

Description	Q1 FY2014 Actual Expenditures Oct-Dec. 2013	Q2 FY2014 Actual Expenditures Jan-Mar. 14	Q3 FY2014 Budget Expenditures Apr-Jun14	Q4 FY2014 Budget Expenditures Jul-Sep.14	Total
a. Personnel	22,415	21,522	20,239	20,854	85,031
b. Fringe Benefits	24,776	60,229	3,049	4,339	92,393
c. Travel	9	1,155	4,343	5,611	11,119
d. Equipment	-	-	-	-	-
e. Supplies	541	1,686	772	1,383	4,381
f. Contractual	10,106	36,595	26,230	127,854	200,784
g. Construction	-	-	-	-	-
h. Other	52,340	8,353	12,663	67,716	141,072
i. Total Direct Charges	-	-	-	-	-
j. Indirect Charges	18,923	22,169	11,545	32,413	85,050
k. TOTALS (sum of 6i and 6j)	129,111	151,709	78,839	260,169	619,828
Advance to Vendors					6,381
Total					**626,209**

VII. CONSTRAINTS AND CRITICAL ISSUES

Staff turnover among the MOET Project Management Unit (PMU) was a constraint early in FY14. The deputy of the PMU, and director of the secondary department and key contact for galvanizing action within the secondary department, retired at the end of Q3. In addition, another key person from secondary department who was closely involved in the development of the distance learning model moved to another office. The departure of these two key staff critically influenced the timely implementation of activities. CRS had to take time to orient new staff and to follow up on the pilot action plan. However, in anticipation of the transitions, CRS ensured that there was an agreement between CRS and MOET on approach of pilot of ICTs and the overall annual project plan so that important political gains were retained. Further, CRS worked directly with consultants to prepare and develop contents rather than delaying the action plan to draft consultant TORs or activities.

UDA also faced difficulties related to staff turnover. The UDA position responsible for developing relationships with companies to provide internships and jobs for graduates was vacant for some time. This void manifested in few and weaker quality job placement opportunities for UDA students. Furthermore, UDA faced challenges in reaching out to businesses and individuals for fund raising activities, therefore UDA could only identify inclusive education as the major approach for ITTP sustainability. CRS intensified the technical support provided to UDA and has assisted them to link with VBPO.

VIII. ENVIRONMENTAL COMPLIANCE

During this USAID funded project carried out by CRS from October1st, 2013 to September 30th 2014; a number of activities were conducted, including the opening of the new training classes, organization of exposure visit to businesses, upgrading of text to speech software and development of e-learning materials to support Persons with disabilities with no detrimental effect on the environment.

Instructions: Provide the information requested below. Remember to complete the Operating Unit Standardized Program Structure selections in order that your program element selections are pre-populated in the FACTS drop-down menu. " * " indicates required fields.

* Program Element:___IT Training for Persons with disabilities_____

*Key Issues: _____Vocational Training, Disability, Social Inclusion_____

Title:_____

Operating Unit: _____USAID/Vietnam_____

Please provide the following data:

* Headline (Maximum 300 characters): A good headline or title is simple, jargon free, and has impact; it summarizes the story in a nutshell; include action verbs that bring the story to life.

Unveiling potentials

* Body Copy (maximum 5,000 characters):

H, a 19-year-od girl, comes from Thai Binh province. Both of her legs are defective, so making her feel difficult in moving.
Before joining the graphic design course DH01KT, she stayed at home with her family and nurtured a dream of being a student of national political academy and a politician in the future. Although she passed the university entrance exam, her dream cannot come true because of economic condition of her family.

Knowing the information about the graphic design course from ESTIH as advertised on the internet, she applied and passed the entrance exam.
With the support and help of the classmates and efforts by herself, Hoai has changed quite a lot. She said "through the course, I feel more confident and open-minded. Living far away from my home helped me more self-reliant".

"In the past, I were stubborn and behaved still like a child. However, now after attending this course and especially after the study of soft skills, I feel more mature and I am less conservative."

Thanks to her efforts in study and support of CRS and ESTIH, she has been employed to work at the company named Pixel. She is also one among 3 excellent students who is selected to attend the competition "global IT challenge with the YWD in 2014" in Busan, South Korea.

* Headline (Maximum 300 characters): A good headline or title is simple, jargon free, and has impact; it summarizes the story in a nutshell; include action verbs that bring the story to life.

Passion and efforts push a timid boy forward

* Body Copy (maximum 5,000 characters):

Truong T. T, a 21-year-old boy in Quang Tri province, was born with a cleft palate. He is also lisped. Before joining the ESTIH course, he stayed at his

hometown with the family. Leaving the school in the middle of grade 11, he tried to find some jobs but felt difficult to have a suitable one.

His passion is the design and work with the software and computer; therefore, getting the information from his friend about the graphic design course organized by ESTIH in collaboration with CRS, he applied and passed the entrance exam.

Attending the course helped him a lot not only with the computer skills but also with the soft skills as he said "previously, when living with the family in Quang Tri province, I live in an environment completely different from what it is now. With the support and enthusiastic instruction of the teachers and schools, I have more chances to communicate, to make new friends and to improve the necessary skills."

With his passion and great efforts, he finished the course and ranked one of 3 most excellent students of the course. He said "my passion for computers is from my childhood, besides the class hours, I also have to study very hard at home to improve my skills".

With such achievements in his study, he was accepted to take his paid internship in the company called *"Remove the background"* with a probation salary of around 3.5 million VND per month. Everything seems to look better now, he feel more confident than before. He also does not have to ask his family for the financial anymore.

Leaving Quang Tri (his hometown) with a dream and now his come is gradually coming true. He said, "after getting a job, I wish to have a motorbike to travel to the office everyday instead of walking as it is now. I also want to develop my career here (in Hanoi) and nurture that dream with my girlfriend, also a member of the training course, Ms.H.

* Pullout Quote (Optional, 1,000 characters): Please provide a quote that represents and summarizes the story.

"After getting a job, I wish to have a motorbike to travel to the office everyday instead of walking as it is now. I also want to develop my career here (in Hanoi) and nurture that dream with my girlfriend, also a member of the training course, Ms.Hoai."

* Background Information (3,000 characters): Please provide whether this story is about a presidential initiative, Key Issue(s), where it occurred (city or region of country) and under what item(s) (Objectives, Program Areas, Program Elements) in the foreign assistance Standardized Program Structure. Include as many as appropriate. See Annex VIII of the Performance Plan and Report Guidance for a listing of Key Issues. See the list and definitions for the Standardized Program Structure.
http://f.state.sbu/PPMDocs/SPSD_4.8.2010_full.pdf.

* Contact Information (300 characters): Please list the name of the person submitting along with their contact information (email and phone number).

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